



Mountain View  
Whisman  
School District

# i-Ready Diagnostic 3 Assessment Data

June 12, 2025



# Alignment with Strategic Plan 2027

**SP2027 Goal Area #1:** Effective and consistent instructional practices that meet the needs of all students

## Outcomes

- Provide an overview of the i-Ready Diagnostic 3 results
- Provide an overview of current work being done to improve outcomes
- Provide an update on considerations for our work and next steps

# What is i-Ready?

- Research-based assessment for students in Grades K-12
- Computer-adaptive assessment in Reading and Mathematics
- Aligned to California State Standards
- Strongly correlated to performance on CAASPP (SBAC)
  - Similar computer-based format

# Different Ways to View i-Ready Data

	<b>Proficiency Placements</b>
<b>Definition</b>	Student's performance relative to their grade level Criterion-referenced
<b>Purpose and Use</b>	To understand at which grade level a student is performing in comparison to their chronological grade level
<b>Levels</b>	<ul style="list-style-type: none"><li>● <b>At or Above Grade Level:</b> Students at this level continue to benefit from grade level instruction (Tier 1)</li><li>● <b>One Grade Level Below:</b> Students at this level will benefit from grade-level instruction with targeted support (Tier 2)</li><li>● <b>Two or More Grade Levels Below:</b> Students at this level will likely need instruction focused on prerequisite skills to be successful in grade-level instruction (Tier 3)</li></ul>

# Different Ways to View i-Ready Data (cont.)

	<b>Growth Measures</b>
<b>Definition</b>	Differentiated goals based on student's baseline performance each year Reset every year
<b>Purpose and Use</b>	To understand how much each student needs to grow to reach proficiency (below grade level baseline), or maintain/improve proficiency (at or above grade level baseline)
<b>Levels</b>	<p><b>Median:</b> The middle value when student growth data is arranged from lowest to highest.</p> <p><b>Typical Growth:</b> The average annual growth of students at each grade and placement level. Derived using the median. Shows how a student is growing compared to average student growth at the same grade and baseline placement level</p> <p><b>Stretch Growth:</b> The growth recommended to put students who placed below grade level on a path toward proficiency and students who placed on grade level on a path to advanced proficiency levels. Shows growth path of similar students who have reached proficiency over several years time.</p>

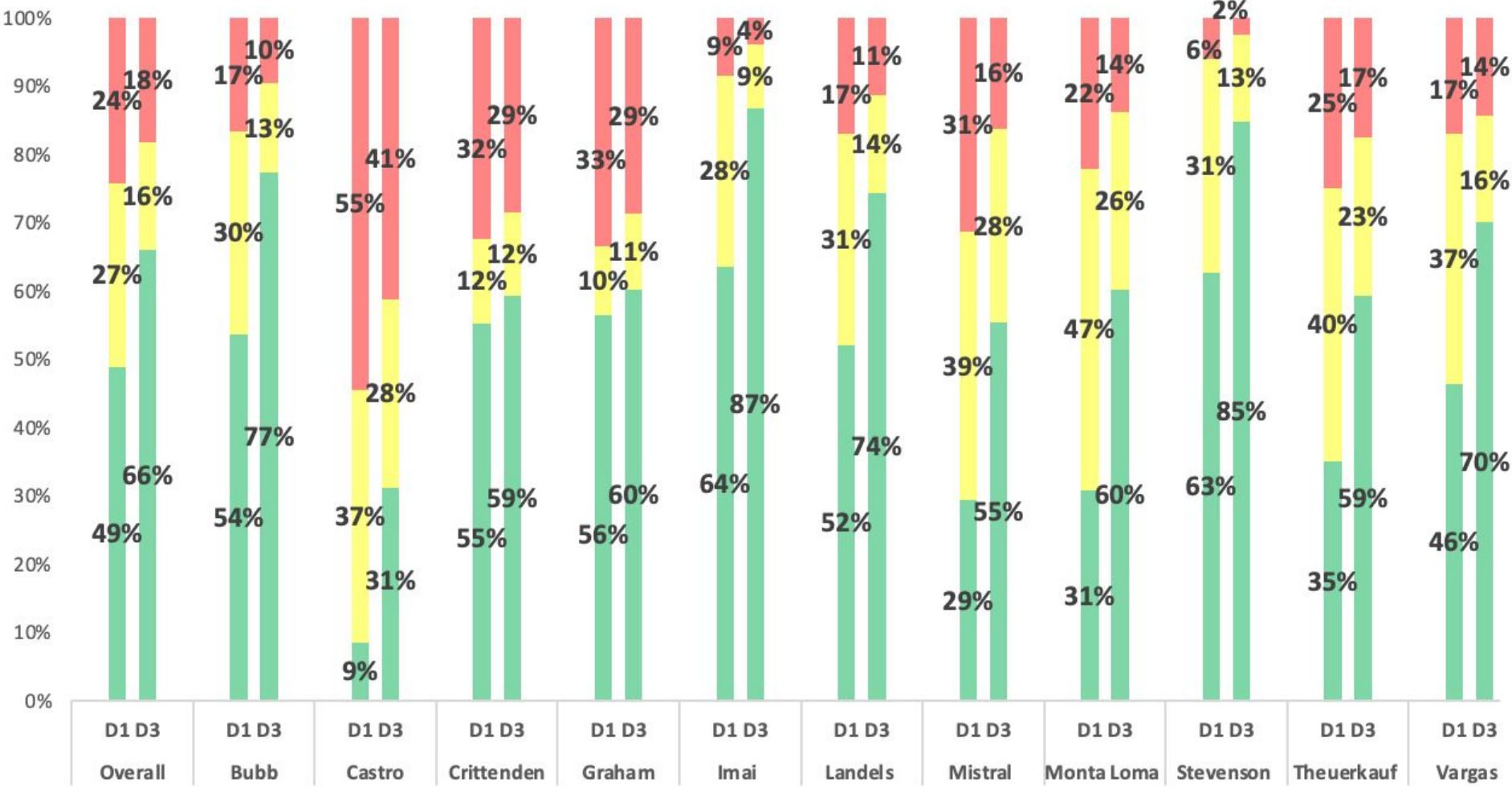


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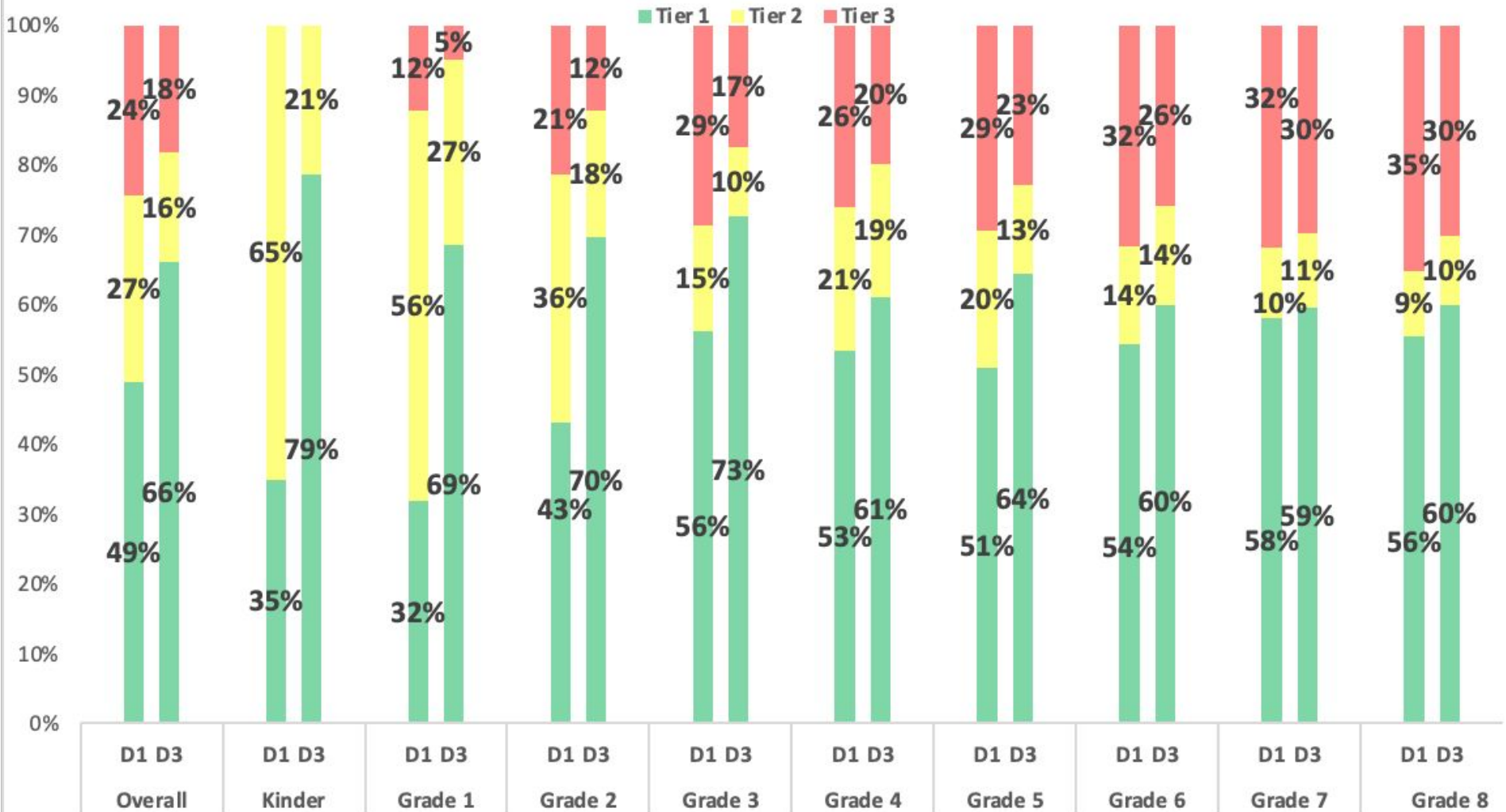
# What Does the Data Show?

## i-Ready Reading by Site (2024-25 D1 to D3)

■ Tier 1 ■ Tier 2 ■ Tier 3

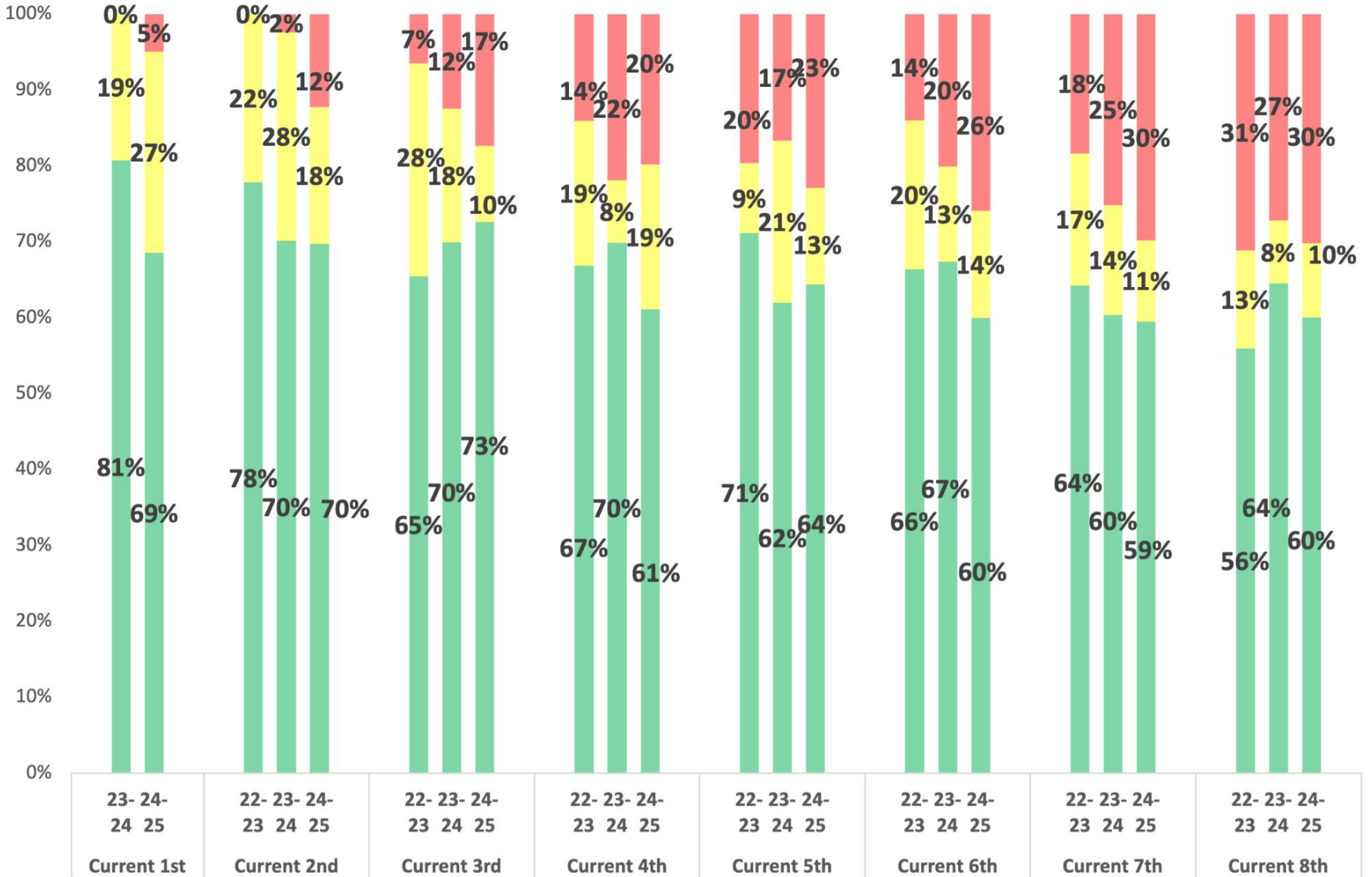


## i-Ready Reading by Grade Level (2024-25 D1 to D3)



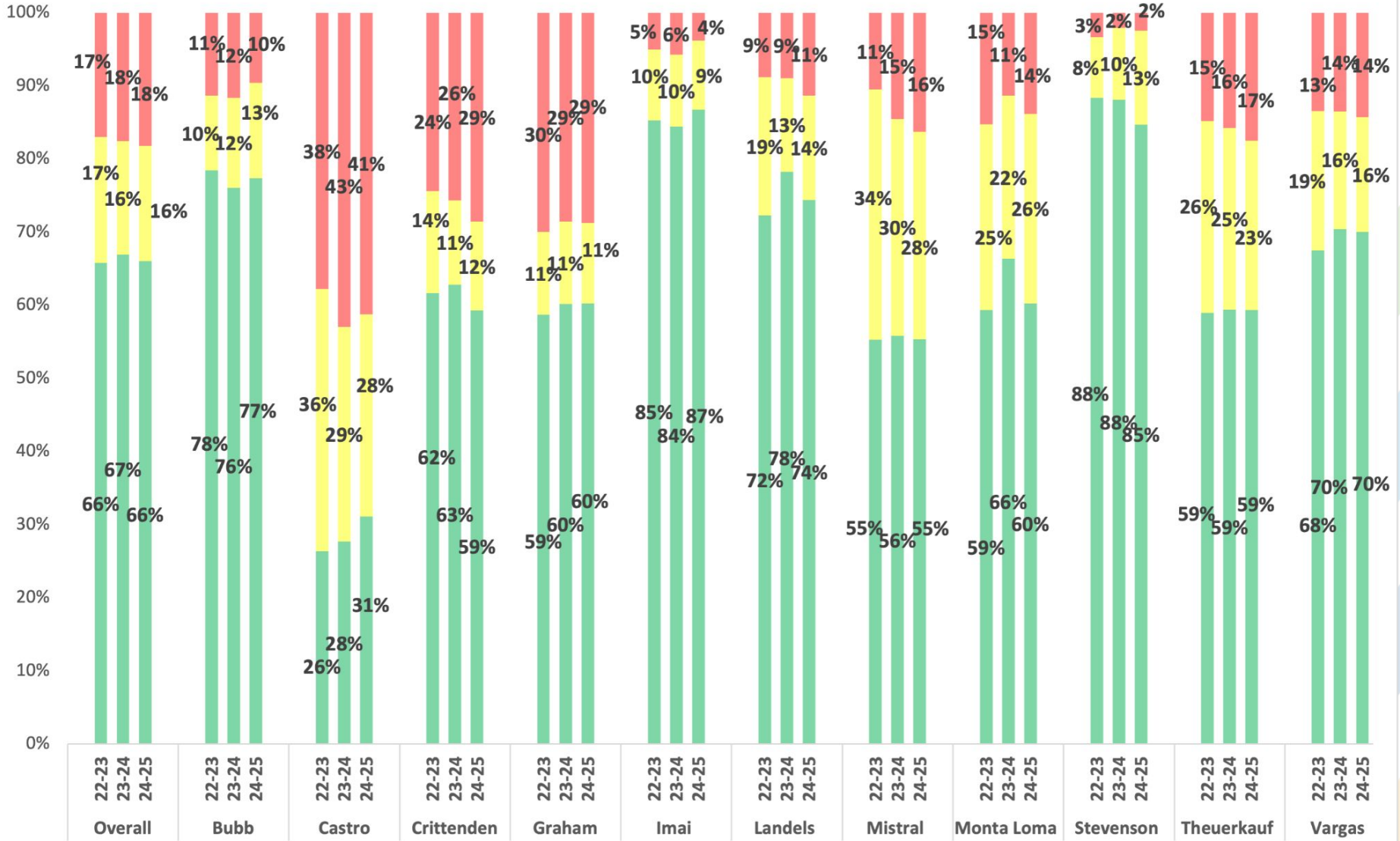
# i-Ready Reading--MVWSD (D3 Cohort Comparison)

Tier 1 Tier 2 Tier 3



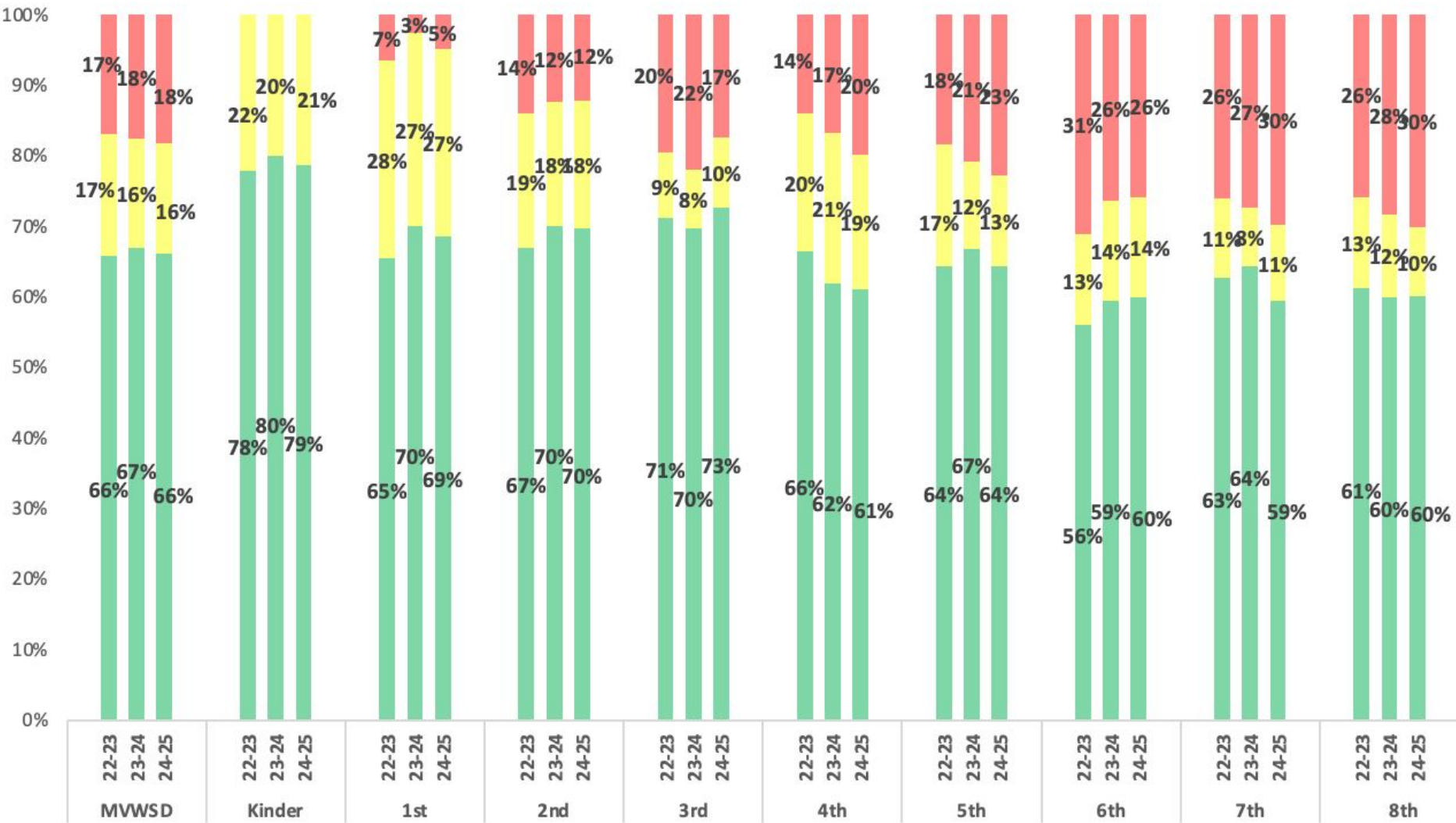
# i-Ready Reading by Site (D3 Year to Year)

Tier 1 Tier 2 Tier 3

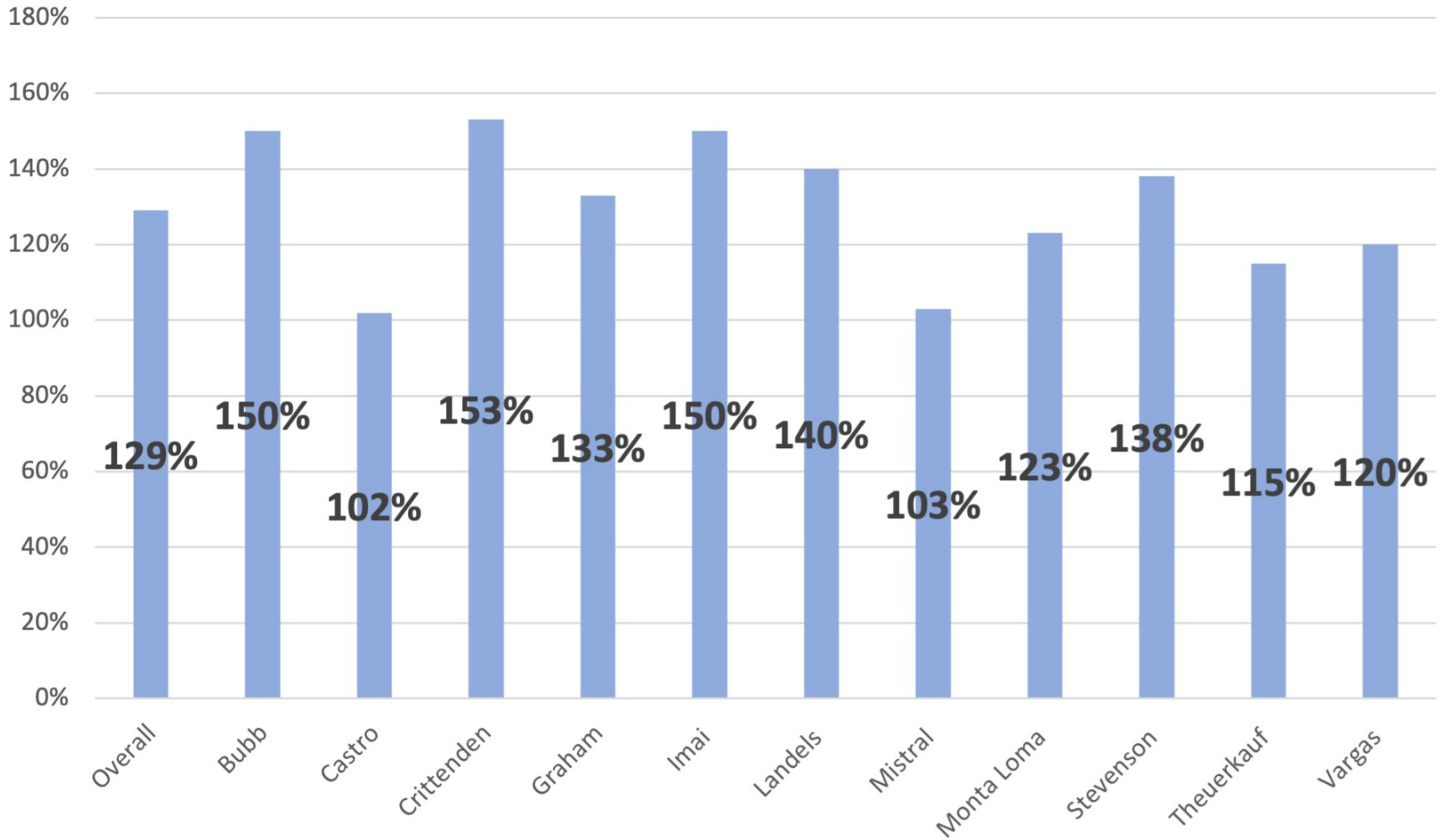


# i-Ready Reading by Grade Level (D3 Year to Year)

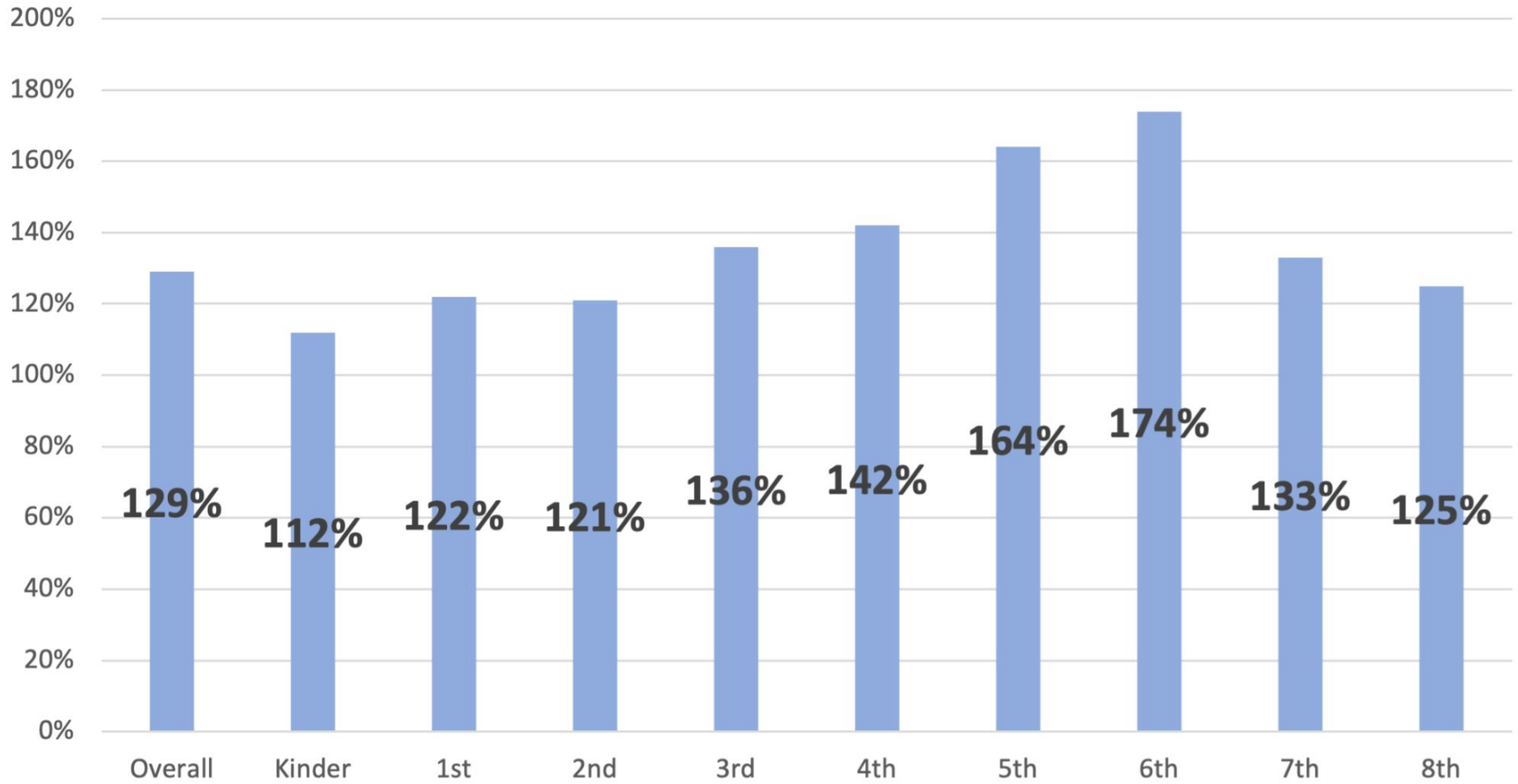
Tier 1 Tier 2 Tier 3



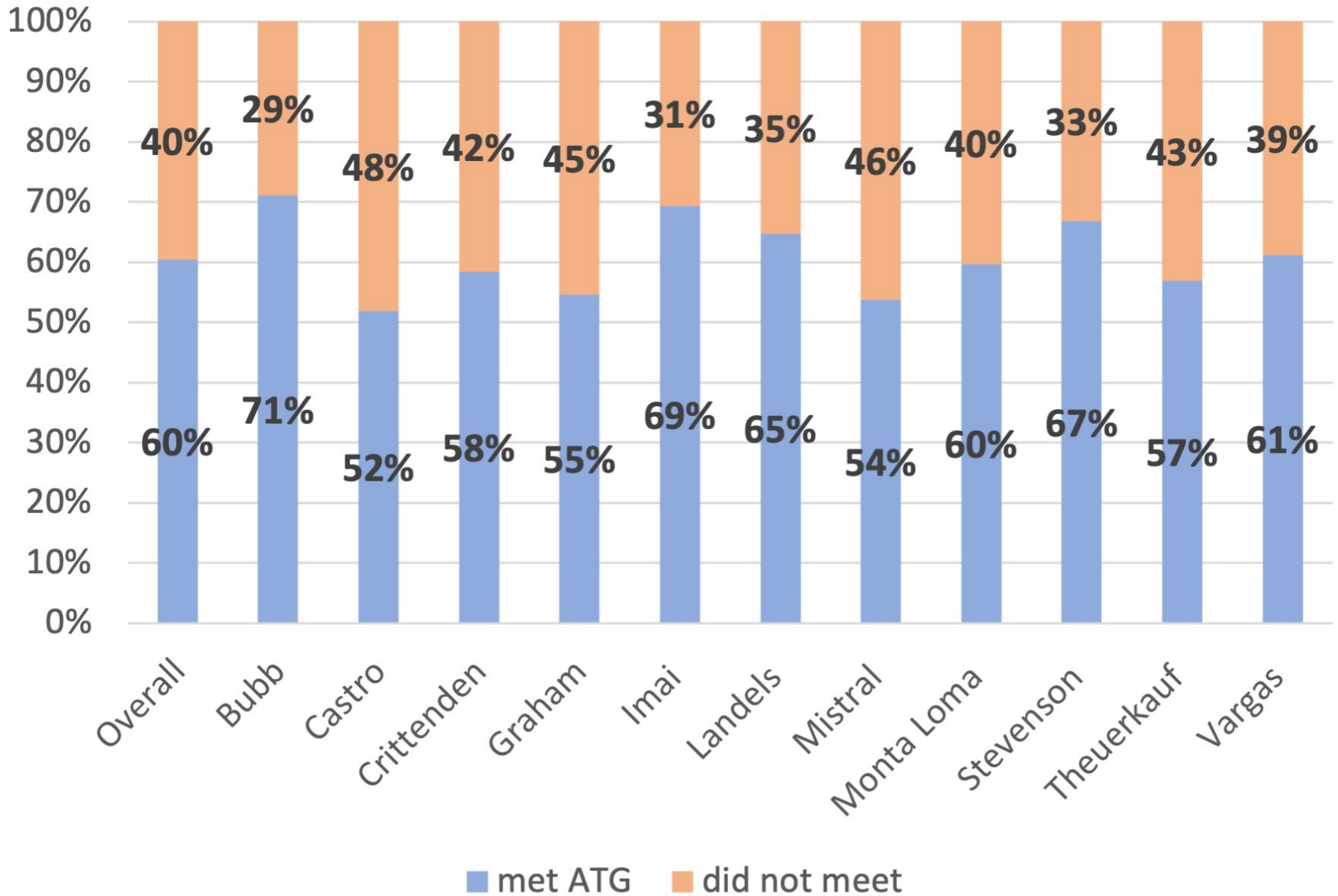
## Reading Progress to Annual Typical Growth (Median)



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## i-Ready Reading Annual Typical Growth



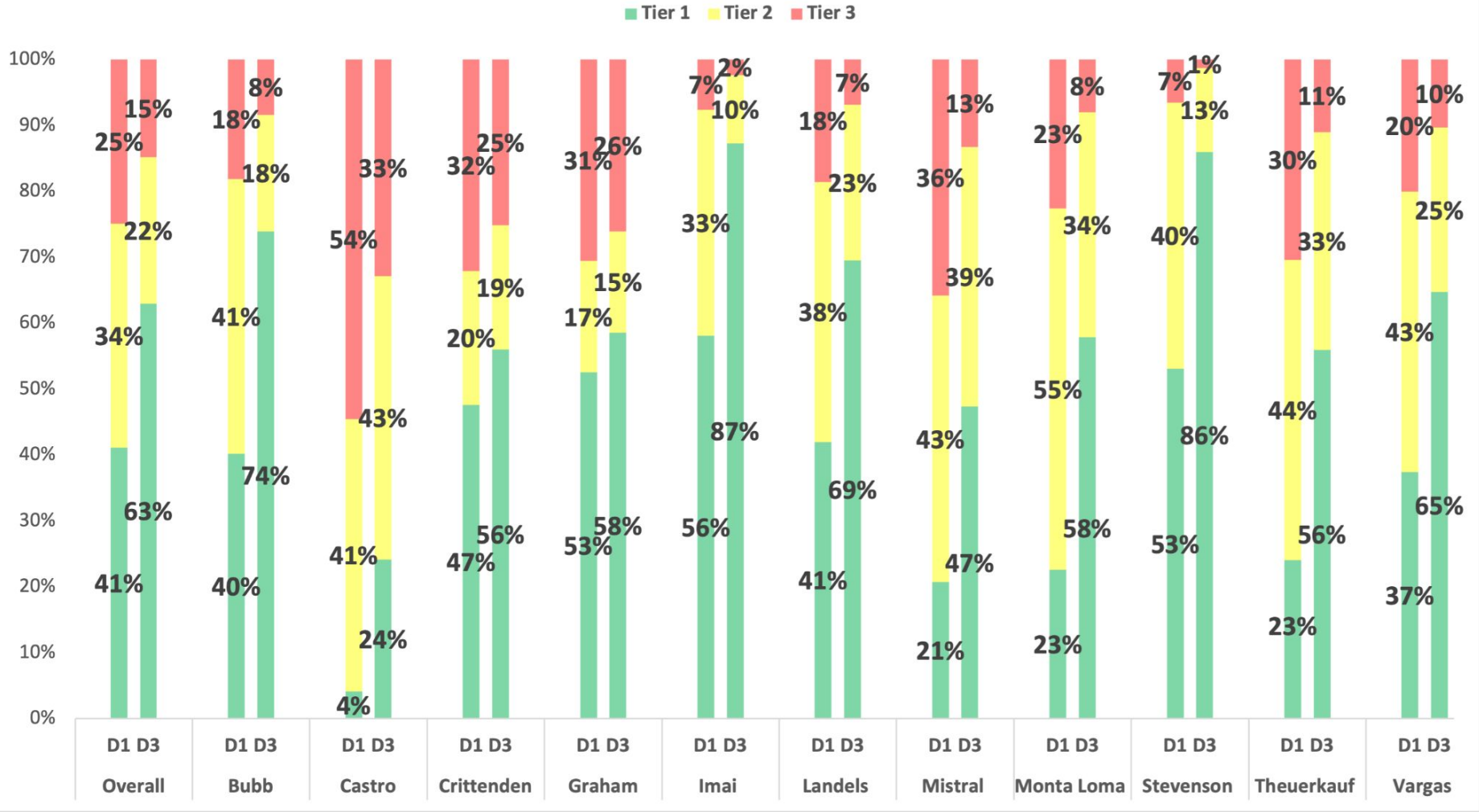
# Data Summary--Reading

- Overall 17% increase in proficiency from D1 to D3
  - largest growth is in K-2
    - Castro Kinder +70%--higher than the district K average
    - Monta Loma Kinder +56%
    - Imai and Theuerkauf 2nd grade doubled proficiency
  - D1 to D3 proficiency growth slows in the upper grades, with minimal proficiency growth in the middle schools
- Current 3rd grade cohort continues to make steady growth each year
- Year to year data shows steady proficiency rates overall
  - Castro seeing increases overall
- Students receiving intervention through the early literacy program continue to make gains (D1 to D3: +15% Tier 1 and -27% Tier 3)
  - largest impact is in K-1

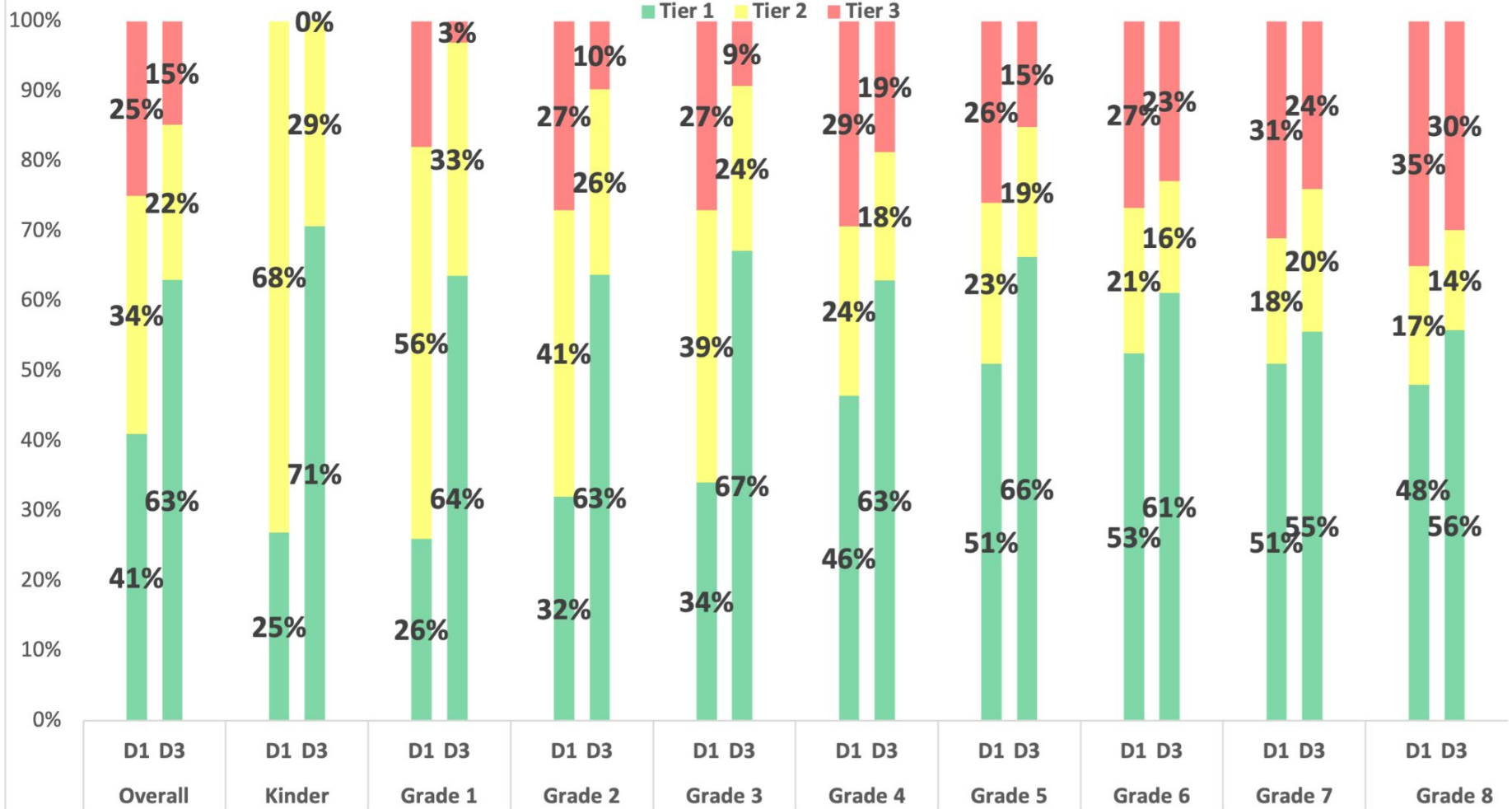
# Data Summary--Reading (cont.)

- Median progress to annual typical growth is 129% (more than a year's growth)
  - All sites greater than 100%
  - All reported student groups above 100% except for SED (98%)
  - Although the D1 to D3 proficiency rate only grew 6% in 6th grade, the median progress to annual typical growth was 174%, indicating that 6th grade students are making more than a year's growth, but not yet meeting grade level proficiency

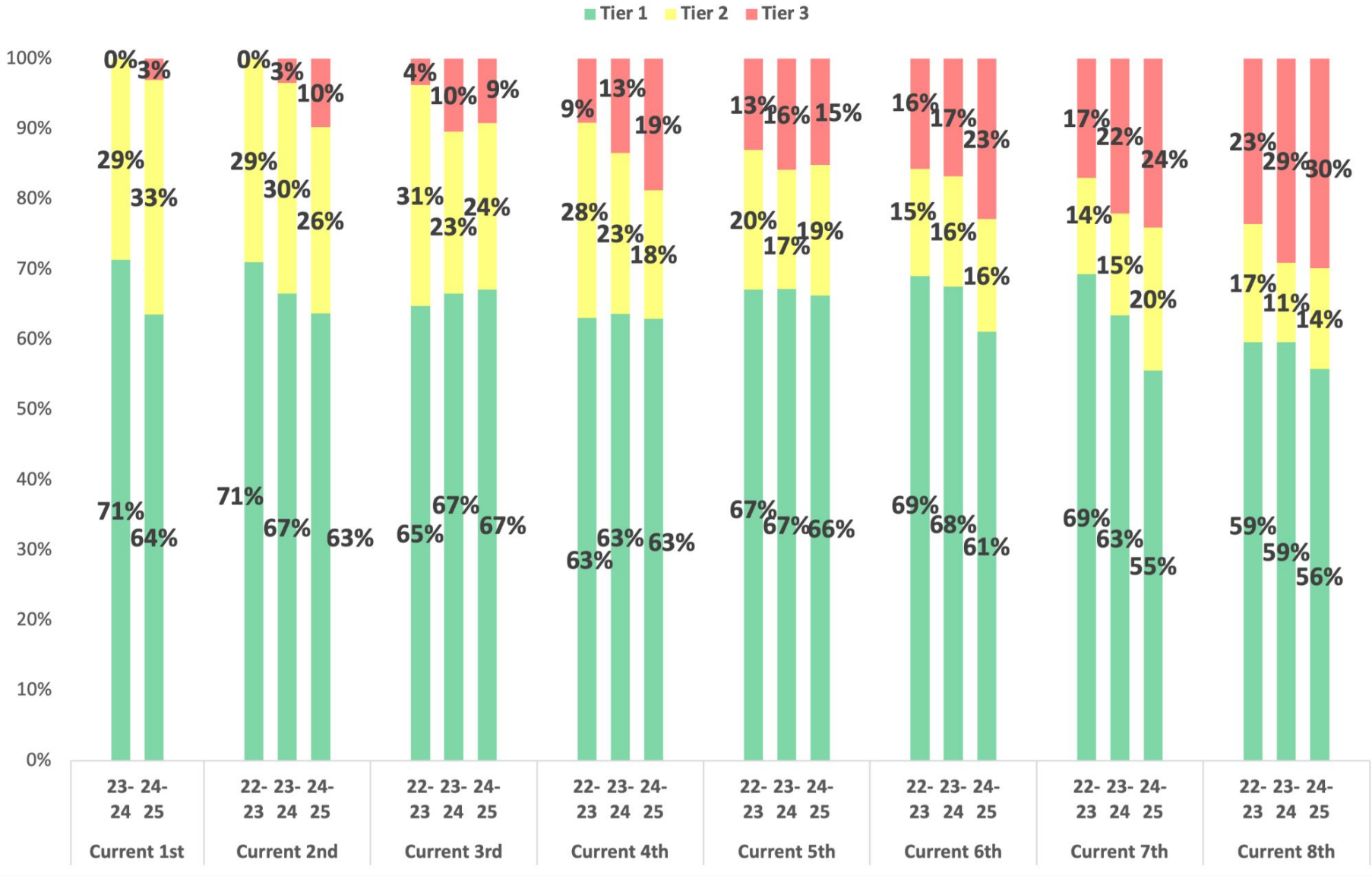
## i-Ready Math by Site (2024-25 D1 to D3)



## i-Ready Math by Grade Level (2024-25 D1 to D3)

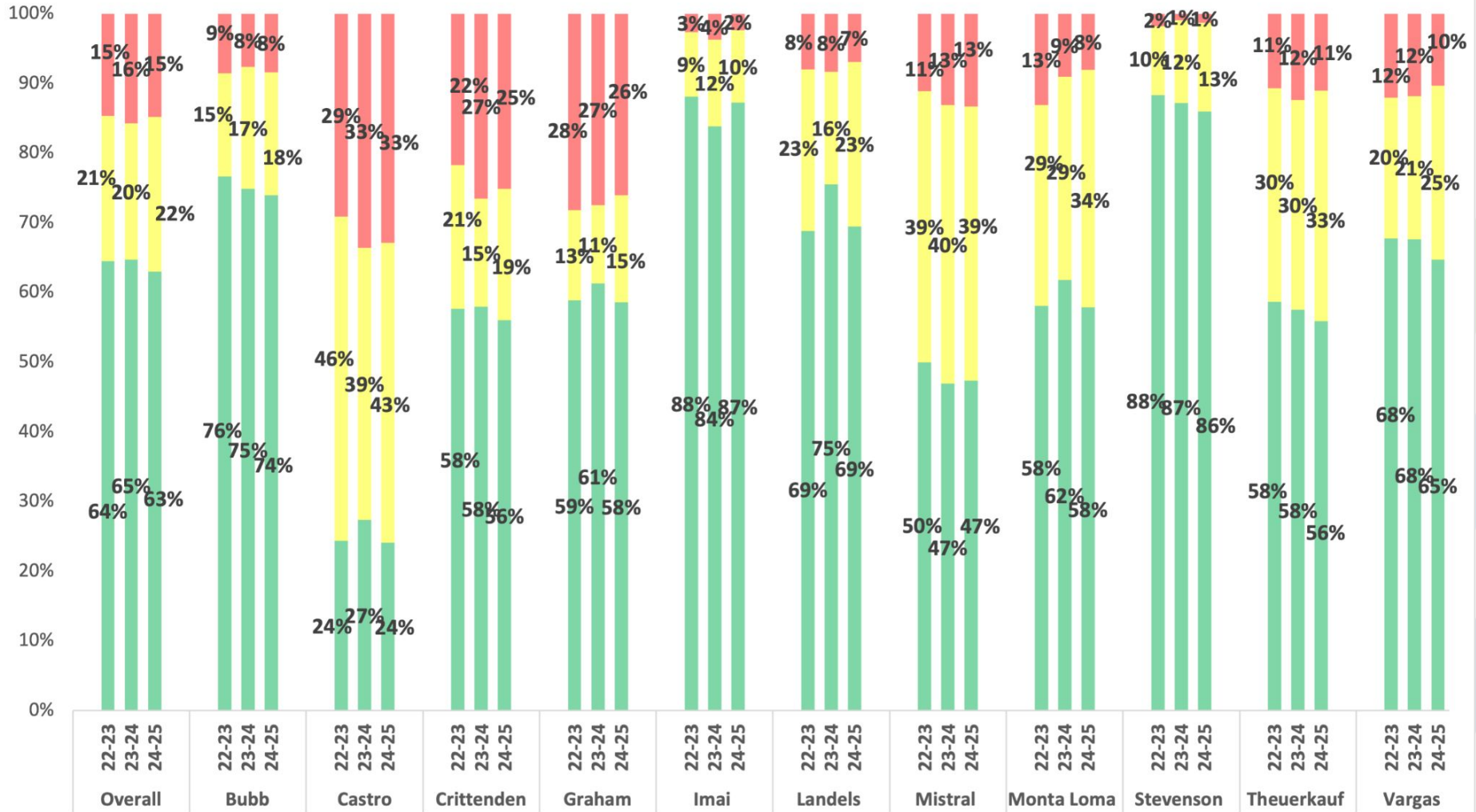


# i-Ready Math-MVWSD (D3 Cohort Comparison)

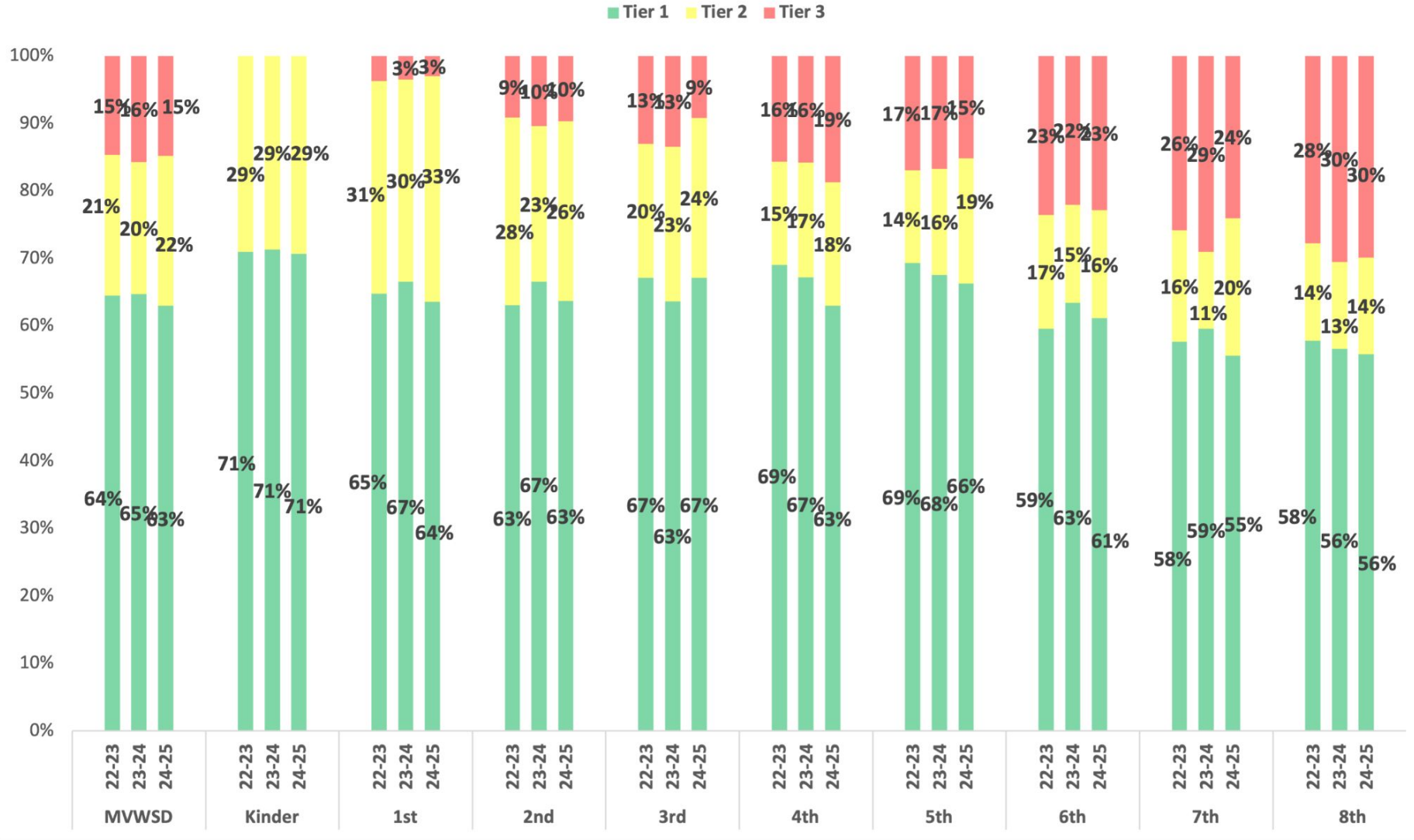


# i-Ready Math by Site (D3 Year to Year)

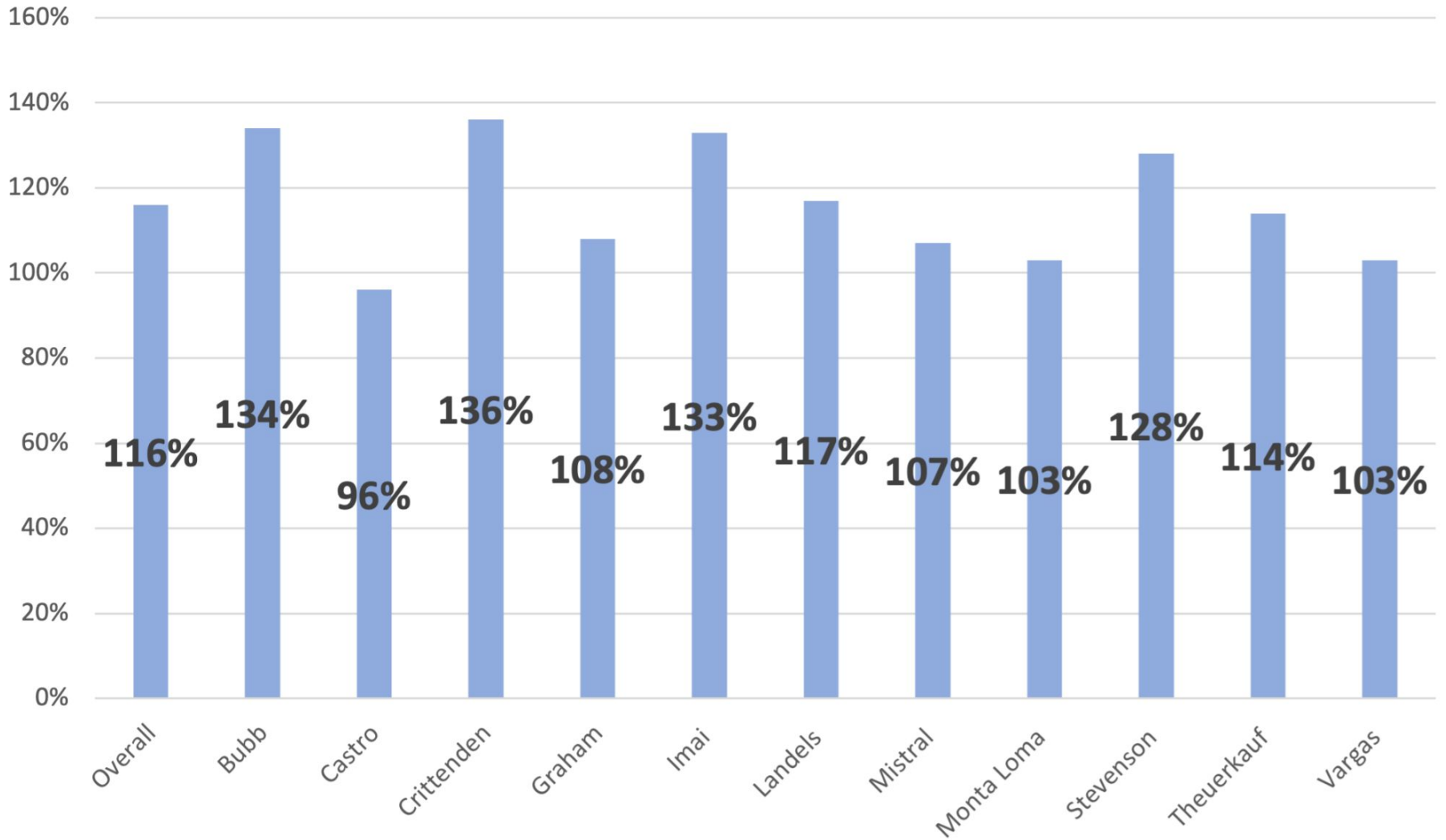
■ Tier 1 ■ Tier 2 ■ Tier 3



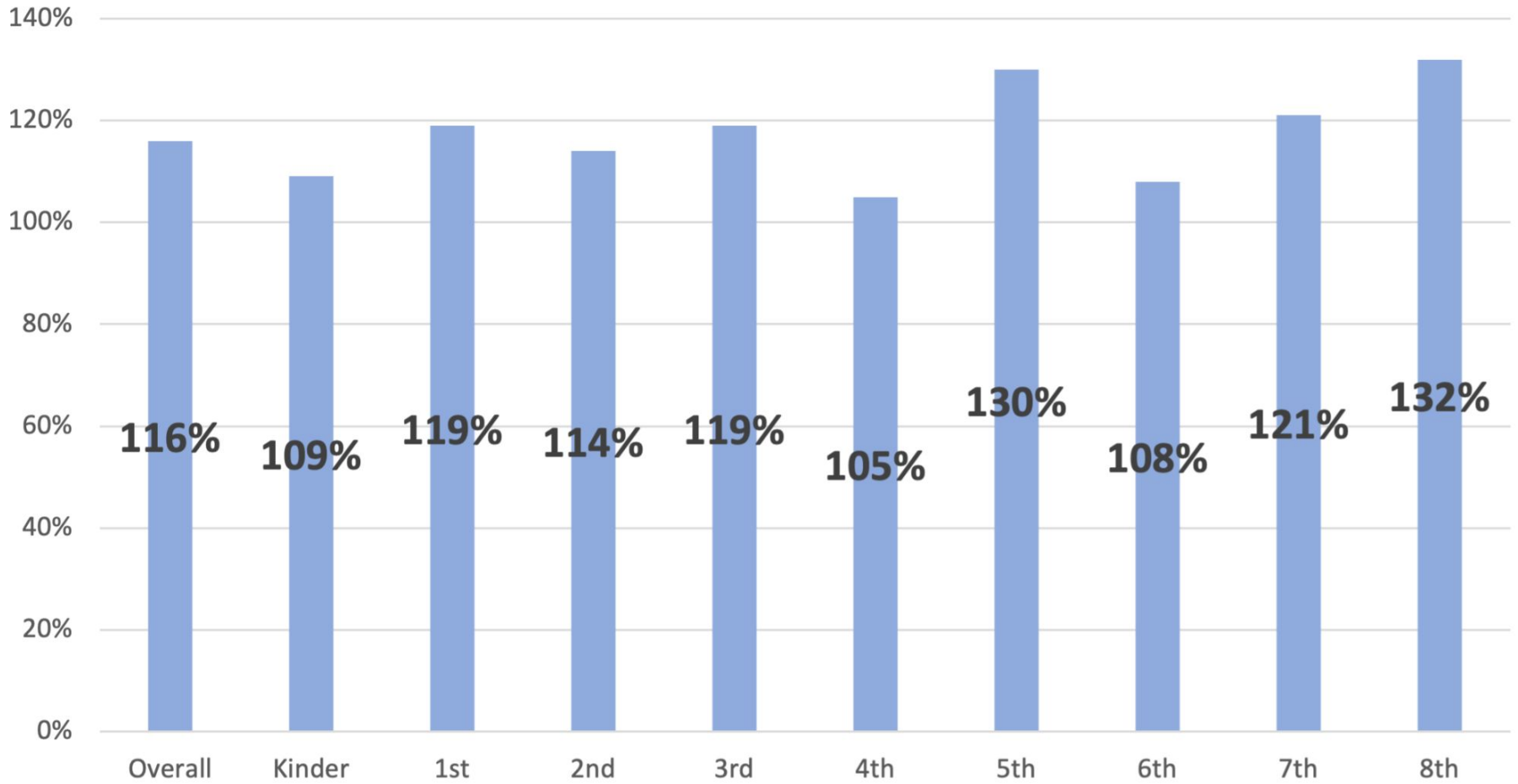
# i-Ready Math by Grade Level (D3 Year to Year)



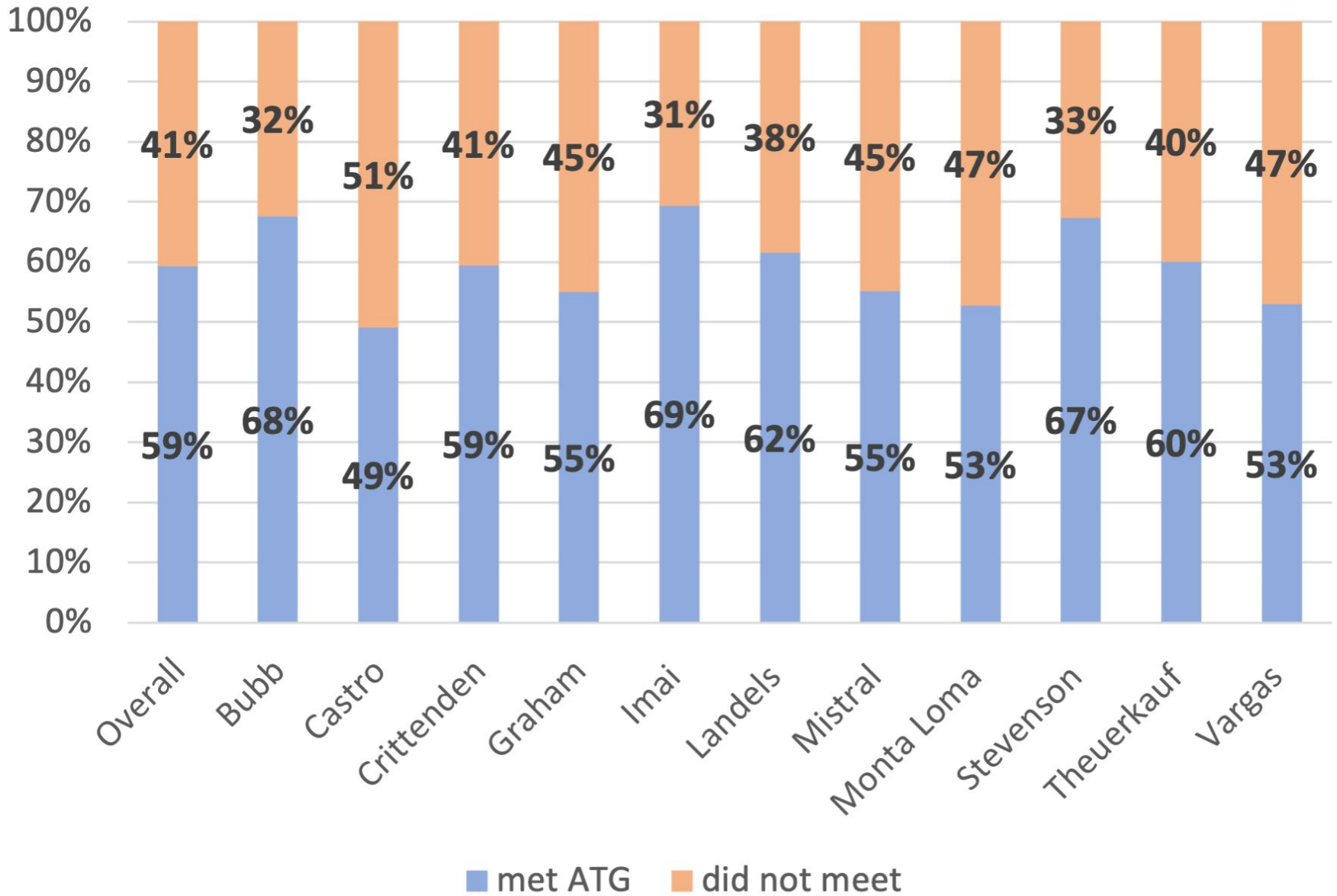
# Math Progress to Annual Typical Growth (Median)



## Math Progress to Annual Typical Growth (Median)



# i-Ready Math Annual Typical Growth



# Data Summary--Math

- Overall 22% increase in D1 to D3 proficiency
  - largest growth in K-3
- Current 3rd grade cohort also continues to make steady growth each year
  - Current 4th grade cohort maintaining proficiency while other cohorts decreasing proficiency
- Year to year data shows slight decrease (-2%) in proficiency overall
  - Imai's proficiency rate increased from last year (+3%) while all other sites saw a decline

# Data Summary--Math

- Median progress to annual typical growth is 116%
  - All sites great than 100% except Castro (96%)
  - Greatest median growth in 5th and 8th grades
  - All reported student groups greater than 100% except Hispanic/Latino (97%)



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# 2024-25 Work to Date

# Summary of 2024-25 Work to Date

- Increased focus on providing strong, evidence-based Tier 1 (core) instruction
  - Implemented Science of Reading-aligned curriculum in elementary schools
    - Supported through ongoing peer-led Professional Development and district-wide collaboration
  - Implemented integrated play-based PK and TK curriculum
  - Used numerous data points (i-Ready, curriculum-based measures, early literacy assessments, unit tests, exit tickets, observations, interviews, etc.) to intentionally plan → removing barriers and providing access to core curriculum for all students
  - Implemented math team teaching at several elementary school sites

# Summary of 2024-25 Work to Date

- Tiered instruction and interventions through the Multi-Tiered System of Supports (MTSS) framework
  - Expanded reading intervention to include multi-grade, school-wide intervention blocks
  - Increased intensity of interventions based on data
  - Increase progress monitoring frequency to make quicker and better informed instructional decisions



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# Considerations

# Focus on Student Learning

- Our most powerful lever to improve student learning is through our teachers
  - Collective teacher efficacy has the largest effect size (1.57) on student outcomes (Hattie, 2017)
  - Need to support our leaders with their most important role as instructional leaders and to remove barriers so that administrators and teachers can focus on teaching and learning

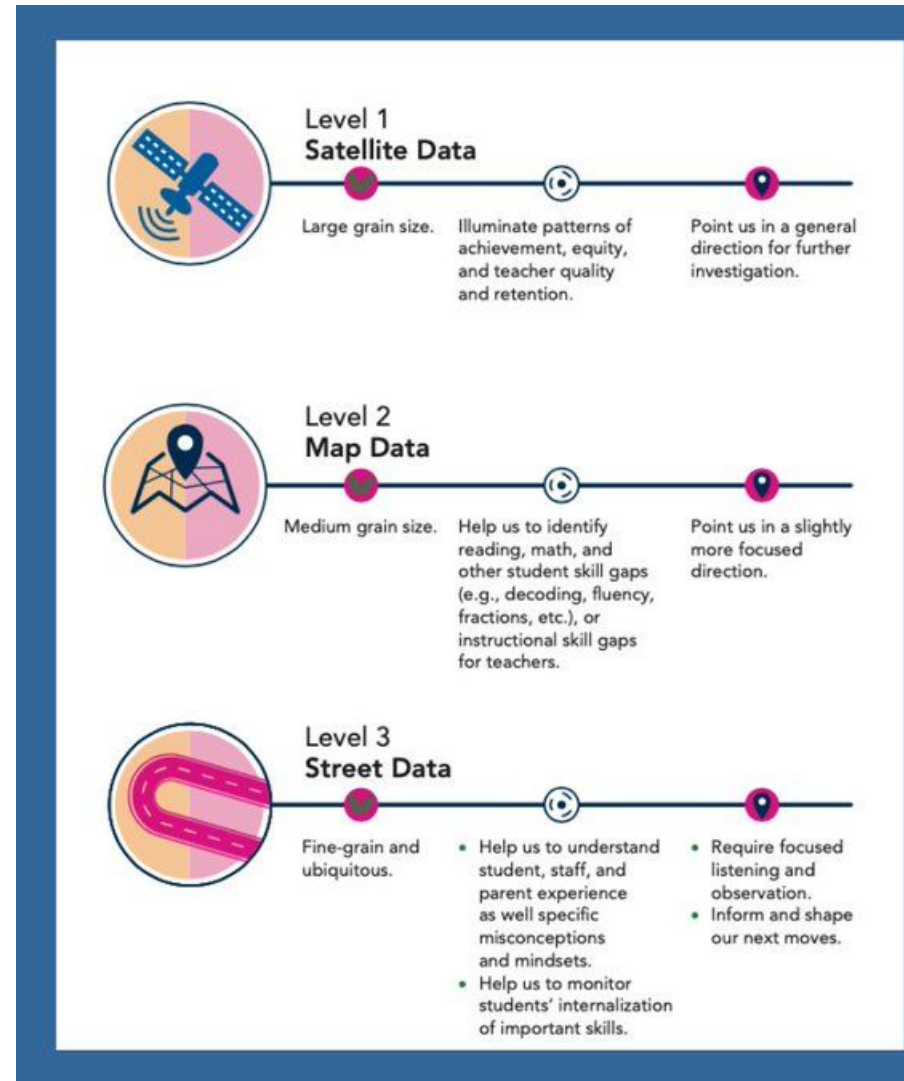
# Assessment Fatigue

3rd-8th grade students are testing almost every day for 3-5 weeks in April and May

	K-2	3-8
March	ELPAC	ELPAC
April		CAASPP: ELA Performance Test, ELA Computer Adaptive, Math Performance Test, Math Computer Adaptive, Science (5th and 8th)
May	i-Ready Early Literacy Writing Literably	i-Ready Literably

# Data Analysis

- i-Ready is one piece of data within a larger, interwoven assessment system
  - District and site teams analyze many data points in several different ways to inform system and instructional decisions



# Site Plans for Student Achievement (SPSAs)

- Previous SPSA iterations encouraged inclusion of numerous initiatives and programs, diluting quality and instructional focus
- i-Ready goals were one size fits all and some were unattainable
  - 100% of students meeting Annual Typical Growth is not possible within that construct

# MVWSD Current SPSA Goals

	<b>Proficiency Placements</b>
<b>Current Goals</b>	<ul style="list-style-type: none"><li>● 10% reduction in students not meeting proficiency (overall and by student groups)</li><li>● i-Ready goal for 70% overall proficiency in LCAP</li></ul>
<b>Intent</b>	<ul style="list-style-type: none"><li>● i-Ready proficiency scores are publicly reported to the Board at mid and end of year as a benchmark predictor for CAASPP proficiency goals in grades 3-8</li><li>● i-Ready as an outcome measure encompasses grades K-8</li></ul>
<b>Considerations</b>	<p>Year to year proficiency goals compare different cohorts of students. Because we have relatively small sample sizes, differences in student population year to year can lead to significant variances in scores. The number of students within student reporting groups (ELs, SWDs, etc.) can also vary dramatically from year to year. Additionally, the EL sample size is continually changing--when students reach reading and language proficiency, they are considered for reclassification and no longer part of the EL reporting group.</p>

# MVWSD Current SPSA Goals (cont.)

	<b>Growth Measures</b>
<b>Current Goals</b>	100% of students will meet or exceed their Annual Typical Growth Target
<b>Intent</b>	To account for different student baselines and to maintain high expectations for all students
<b>Considerations</b>	Because ATG values were derived using the median, or 50th percentile, of student growth at each grade and placement level, it is not realistic for 100% of students to meet their ATG

# Whole Child Approach

- In order to improve academic scores, we must continue to follow a whole child approach:
  - Ensure regular school attendance - decrease chronic absenteeism
  - Provide social emotional support - curriculum and counseling
  - Provide behavior support - alternatives to suspension
  - Support families to make sure their basic needs are met
  - Provide safe and inclusive learning environments
  - Expand learning through after-school programs



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# Recommendations

# Recommendation: Revising i-Ready Goals

- Consider revising i-Ready goals:
  - Align with the measured construct
  - Differentiated to a site's needs
  - Measure student proficiency and growth from beginning to end of year

# Sample i-Ready Goal Frames

	Frame	Example
<b>Placement Levels</b>	<p>% of students [grade/grade band] placing at Mid or Above grade level will increase by %</p> <p>% of students [grade/grade band] placing at 3+ below grade levels will decrease by %</p>	<p>On the spring 2025 iReady assessment, the percent of students in 3rd grade placing at 3+ Grade Levels Below will decrease by 12% (24 students).</p>
<b>Growth Target: % of Students</b>	<p>% of students [grade/grade band] [Fall 24 baseline placement] will meet typical growth targets.</p> <p>% of students [grade/grade band] [Fall 24 baseline placement] will meet stretch growth targets.</p>	<p>On the spring 2025 iReady assessment, 60% of 5th graders with a fall 2024 baseline placement of 3+ Grade Levels Below will meet typical growth targets.</p>
<b>Growth Target: Median % Progress</b>	<p>median % progress to typical growth for students [grade/grade band] [Fall 24 baseline placement] will be %.</p> <p>median % progress to stretch growth for students [grade/grade band] [Fall 24 baseline placement] will be %.</p>	<p>On the spring 2025 iReady assessment, the median % progress to typical growth for students in the 6th grade with a fall baseline placement of 1 Grade Level Below will be 100%.</p>



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# Next Steps

# Improving Literacy

- Increase and expand reading intervention
  - Updated our Reading Difficulties Risk Screener
  - Realloted instructional coaching duties to include reading intervention, including middle school
- Expand Science of Reading and brain-based teaching work
  - Advancing Thinking Through Writing
  - Elementary Literacy PLCs to continue ongoing PD and collaboration
  - Formation of Middle School Writing PLC
- Continue building content knowledge across the disciplines

# Improving Math

- Continue team teaching math at Castro, Mistral, and Theuerkauf
- Continue work to update the district's math program and adopt new curriculum

# Supporting English Language Acquisition

- Designated ELD language classes
- Newcomer classes
  - Elementary newcomer teachers
  - Transitional ELA class in middle school
- Embedded, integrated English language development in all academic lessons

# Aligning Professional Development

- Align all PD (district, site, instructional coaching) to support instructional goals
  - Refocus on the evidence-based principles of high quality lesson planning and instruction:
    - Standards-aligned
    - Responsive
    - Relevant
    - Explicit
    - Equitable

# Research and Evidence-Based Decision Making

- Continue to make research and evidence-based decisions
  - Professional development for site leaders and instructional coaches on brain-based teaching and learning
  - Participate in research study through Stanford: *Evaluating the Impact of a Widely-Used, Supplemental, Digital Reading Program on Elementary School Literacy.*
  - Using data within MTSS to drive instructional planning, delivery, and coordination of student supports
  - SEL instruction and embedded practices so all students feel part of the learning community

# Questions?